

Accountability Report Transmittal Form

Agency Name: John de la Howe School

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Agency Director: Rubert Austin, Superintendent

Agency Contact Person: Terri McGee, Director Organizational and Staff Development

Agency Contact's Telephone Number: 864-391-2131

Section I

Executive Summary

John de la Howe School Accountability Report FY 00/01

Major accomplishments for John de la Howe School are many. The promotion of students in both school and behavior management is what the agency strives to achieve. Student academic success and reaching Individual Plan of Care (IPC) goals are presented in Category 7, section 7.1. Adjustments made to the programs regarding IPC goals in the past, based on the data, indicate positive improvement. Future focus on academic schools suggests continuous improvement efforts.

In response to feedback from the families, the number of family weekends increased. This indicates that the families are seeking assistance for reunification. The support and counseling provided to the families and their children, by trained social workers, is providing an environment for positive communication and relationship building to take place.

The John de la Howe School Strategic Plan was updated and implemented (deployed) during this reporting period. Following the Baldrige Performance Excellence criteria, the plan and supporting metrics were developed. The significance of this accomplishment is that the agency's senior leadership approaches all activities with a unified focus. The addition of a measurement system, known as the Scorecard (Figure 1.1), provides continuity between the strategic plan and the agency's performance measures.

In response to employee feedback and in support of the strategic plan, the agency

developed and implemented a consolidated training center, known as HOWE University. HOWE U is a systematic approach to employee training, development, advancement, consultation, and assessment. The basic premise of the program is to determine appropriate use of funding, consistency in learning, and adequate training for all staff. With limited financial resources, the agency has adopted an approach to fund training that is required by law, then to fund training required by the agency, and lastly to fund training that is valuable to attend.

The Superintendent of John de la Howe School began the implementation of the Baldrige philosophy at the end of his first year as the agency director. As part of this methodology, he began with a focus on human resources, knowing that the people are the "glue" that holds the agency together. Although the agency continues to perform at a high standard, he and his Administrative Team are committed to raising the bar. This effort requires investigation into areas that are often easier to ignore.

Striving to positively impact the lives of the children in the agency's care, he has initiated steps toward process improvement, employee satisfaction, and data collection, to name a few. The following information in this report attempts to highlight strengths and opportunities for improvement.

Mission Statement	
John de la Howe School, a state-supported residential group childcare agency since 1918, was founded in 1797 through the Will of Dr. John de la Howe. The agency mission is to strengthen children and families from South Carolina who are experiencing difficulties to the extent that planned separation is necessary.	
Values	
<i>Advocacy</i>	A strong advocate who protects the rights and needs of the children of South Carolina who are in the care of John de la Howe School
<i>Excellence and Creativity</i>	Develop a creative environment that leads to excellence in services and outcomes.
<i>Honesty-Truth-Integrity</i>	To lead by example through honesty, integrity, and truth: for example, <ul style="list-style-type: none"> ➤ Respecting rights of others ➤ Providing healthy guidelines for students ➤ Maintaining confidentiality
<i>Responsibility and Accountability</i>	To demonstrate responsibility and accountability for the agency's children by following through on tasks, reporting outcomes and developing programs, and promote communication of actions in place to provide services by the John de la Howe School

John de la Howe School developed and organized key strategic goals through the process of updating the 1996-2001

Strategic Plan. Listed below are the key goals (objectives) and their titles for 2001-2006.

REPUTATION
To enhance the reputation of John de la Howe School with the Governor's Office, legislators, state agencies, other child care agencies and the families of South Carolina by aligning the agency goals with those presented by the Governor and through the development of a strategic plan which helps to achieve the mission of the Agency.
CHILD CENTERED
To meet identified needs of the children and families we serve through continual assessment of performance measures established in the strategic plan.
HERITAGE
Utilize the natural and cultural resources to preserve the spirit of the Will of Dr. John de la Howe while meeting the needs of the agency's clients.
STAFF
To implement an orientation and training plan in addition to improving incentives to facilitate professional growth and loyalty of staff members and enhance the agency's ability to recruit and retain competent employees.
To be attuned to staff's satisfaction level in an effort to promote agency staff longevity, on-going skill development, and academic degrees as well as interdepartmental professional cooperation and competence.

MANAGERS
To develop managerial team and philosophy, using the values of the agency as a template, which supports staff, communicates the vision of the agency, and motivates the staff to deliver excellent services to the children and families of South Carolina.
FLEXIBILITY
To develop, evaluate, and modify program/services to meet the ever-changing needs of the agency's clients and staff.
GROWTH
Explore potential interagency collaborations, increase client base, and expand existing services, as well as development of new services.
ACCOUNTABILITY
Establish benchmarks, evaluations, and pursue accreditation to improve overall services and policy.
SAFETY
Support Safety Committee by addressing their priorities, especially in the area of the children's security physically, academically, and psychologically. Prioritize major buildings needing attention and concentrate on completion of safety renovation within a specific time frame.
REVENUE GENERATION
Identify and maintain all appropriate opportunities on and off campus to generate revenue.
ALUMNI
To encourage on-going affiliation with former students by employing innovative methods of communication.

The Board of Trustees (BoT) and the senior leadership team at John de la Howe School identified many opportunities for the future. Opportunities like providing professional development opportunities for staff, rewarding employees achieving comprehensive skills, rewarding staff with financial incentives based on superior performance, developing into an organization that measures the long term impact of students' stay at the agency, increasing the visibility of the agency through partnering efforts, increasing services provided to the students' families, expanding existing services, and maintaining the strong heritage of the school. As a means of approaching new opportunities and to make the agency even better, the Superintendent embraced the philosophy present in the Baldrige Performance Excellence criteria. This process began during the strategic plan update sessions and has expanded creating a deputy area with primary responsibility in guiding the agency toward excellence.

Progress in this direction is limited by the agency's ability to overcome significant barriers. The rising costs of goods, such as fuel, impact the fiscal support received by the state. It is increasingly difficult to provide the resources to agency personnel to develop their skills. In addition, the agency continues to experience recruitment and retention problems primarily in the counseling staff field. Pay and benefits are mentioned as a reason for dissatisfaction. Although the agency realizes that other factors contribute to staff recruitment and retention, salaries appear to be at the top of the list.

In the budget year 00/01, funding for a Resource Officer was inadvertently overlooked. This impacts employee well-being and satisfaction as related to safety and security on campus. The presence of a resource officer on campus enhances a safe environment for the students, as well.

Section II

Business Overview

John de la Howe School

Accountability Report FY 00/01

John de la Howe School is located in McCormick County. The campus consists of 1,216 acres of land. The agency was established through the Will and contributions of Dr. John de la Howe in 1797. Dr. de la Howe envisioned a school that utilized the resources of the natural environment to prepare boys and girls to be contributing citizens. Originally the boys and girls attending John de la Howe School were orphans or from indigent families. In recent years the students enrolled at John de la Howe School have come from environments where the family provided little structure and lacked consistency. Families felt they had lost control and lacked the knowledge to regain control. The children have experienced failure in school and frequently have few or poorly developed social skills.

The Agency continues to utilize the resources of the natural environment to create a therapeutic setting for the students and teach the skills which society has indicated are essential to become contributing members of a community. The agency serves children and families across the state of South Carolina by providing services that strengthen family systems and reunify families where planned separation is necessary.

John de la Howe School's key customers include the children of South Carolina and their families. The agency provides therapeutic services to "at risk" children and youths in a safe, nurturing, and stable residential care environment. Promoting positive behavior and attitudes is the expectation of their families, so that their child may return home.

One hundred and thirty five (135) employees support the mission to strengthen children and families from South Carolina. Five major programs define the agency: Administration, Business and Support Services (BaSS), Education (L. S. Brice School), Organizational and Staff Development (OSD), and Residential and Treatment Services (RaTS). An organizational chart appears on the following page, which provides a brief view of the functional program areas.

The Superintendent of John de la Howe School is the head of the Administration department and of the agency. Some of the duties performed by the Administration department include public relations, coordination of volunteers, and information technology management. In essence, this is the voice of the agency; discussions regarding quality of services, activities of the agency, and implementation of information technology are generated from this area. The Superintendent also has final approval of all the activities that are performed by the four other departments and serves as the connection to the Board of Trustees.

The L. S. Brice School provides educational programs for students in grades 4-10. The school offers a full range of studies including English, math, science, music, vocational agriculture, and home economics. There are two certified special education teachers on staff to assist students with special needs and 95% of the teachers are ADEPT certified. Students enrolled at John de la Howe School, in the 11th and 12th grades, attend McCormick High School.

Residential and Treatment Services includes the supervision of cottage life, the Wilderness Program, John C. Shiflet, Jr. Center for Family and Program Enrichment, chapel services, the infirmary, and the intake process. This department is responsible for reviewing all referrals and applications for enrollment, the development of the Individual Plan of Care (IPC) for each student, monitoring the progress of the student, and providing counseling and spiritual development opportunities for each child. The campus has 12 cottages that can house 10 students each, and the wilderness program has three campsites that also have a maximum capacity of 30 campers. The maximum population of students for the agency programs at this time is 150. Students receive instruction on developing communication, problem solving, and independent living skills while participating in activities that require the use of these same skills. They also have access to social workers that can schedule individual blocks of time to visit with students and help resolve issues.

Organizational and Staff Development was created to develop, implement, and assess new and existing programs utilizing the Baldrige Criteria for Performance Excellence. This department manages the development of the agency's performance measures, prepares the agency's accountability report, and facilitates

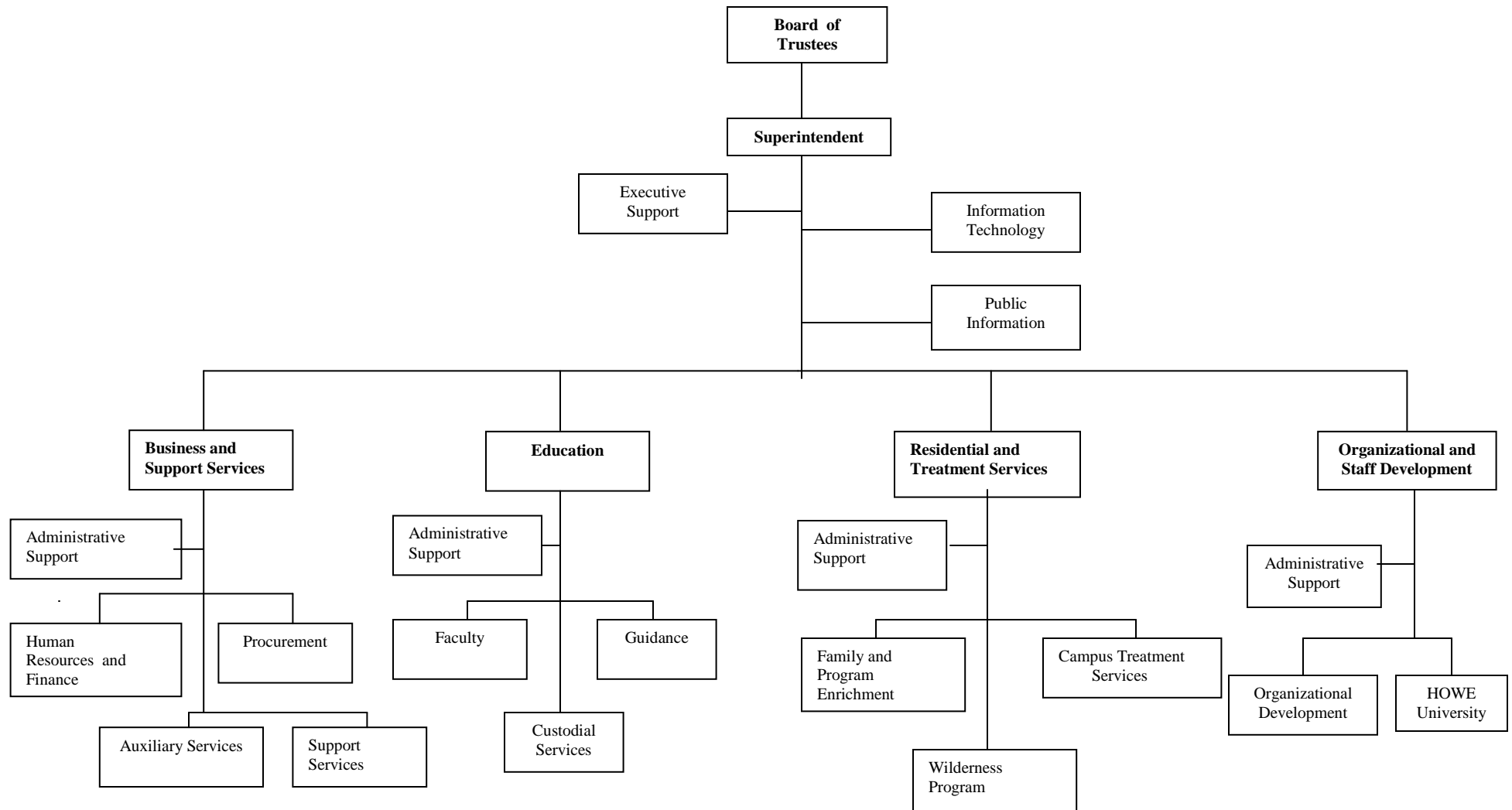
projects, process improvement efforts, and consultation regarding strategic planning for the agency. In conjunction with implementation of Baldrige criteria, this department is responsible for pursuit of certification through the Council of Accreditation (COA) and the coordination of DHEC and DSS licensing inspections. As the focal point for staff development, this department manages the professional growth and development functions housed within HOWE University.

Business and Support Services handles a variety of responsibilities, which do not fall under the direct purview of the other departments. Responsibilities of this department include: the maintenance of buildings and grounds, food preparation for students, payroll and accounting services, laundry services, and human resources. These activities are necessary to provide an environment that is safe, healthy, and therapeutic in nature. Planning for major building projects, budget development and purchasing are also duties performed by this department. This department is integrally involved with all of the activities of John de la Howe School by supporting the entire agency to achieve the mission.

Base Budget Expenditures and Appropriations

Major Budget Categories	99-00 Actual Expenditures		00-01 Actual Expenditures		01-02 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	3,291,483	2,608,032	3,472,551	2,755,680	3,116,979	2,814,991
Other Operating	1,014,771	588,964	1,053,001	758,087	948,607	619,954
Special Items	0	0	0	0	0	0
Permanent Improvements	327,667	0	148,904	0	0	0
Case Services	2,820	0	6,015	0	3,000	0
Distributions to Subdivisions	0	0	0	0	0	0
Fringe Benefits	944,782	760,239	1,057,409	848,638	939,929	839,318
Non-recurring	326,409	326,409	0	0	0	0
Total	5,907,932	4,283,644	5,737,880	4,362,405	5,008,515	4,274,263

John de la Howe School Organizational Chart



Section III

Elements of Malcolm Baldrige Award Criteria

John de la Howe School

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Category 1 – Leadership

1.1.a. The senior leadership team, known as the Administrative Team, of John de la Howe School consists of the Superintendent, the Director of Education (School Principal), the Director of Residential and Treatment Services, the Director of Organizational and Staff Development, and the Director of Business and Support Services. This team, along with the Board of Trustees (BoT) and other members of John de la Howe School staff, updated the strategic plan. During the process of updating the strategic plan, short and long term action items were developed. The Administrative Team followed a process for regularly checking on the status of all of the action items. The process of developing and maintaining the strategic plan will be discussed further in Category 2 and Category 6. The strategic plan and key initiatives were presented to the agency's staff during the summer training session.

1.1.b The agency's performance expectations are presented in a Scorecard, which was developed by the Administrative Team and approved by the BoT. The development of measures was based on key goals listed in the strategic plan. The agency is in the process of obtaining benchmark and comparative information from organizations that are similar to John de la Howe School.

Since the use of a comprehensive measurement system is new to the agency, baseline data for year 2000 and 2001 will be recorded, if it is available. Scorecard metrics will be reported on in Category 7. Further discussion of the Scorecard will appear in Category 4. A sample of the

John de la Howe School Scorecard is presented in Figure 1.1.

1.1.c As part of the strategic plan update sessions, the BoT and the Superintendent developed the values for the agency. Senior and mid-level managers reviewed the values previously developed. The values for the agency are common sense behaviors that the majority of the people practice; therefore, acceptance by agency personnel was effortless.

1.1.d. Currently, there is not a formal process for accepting innovative ideas. However, the Superintendent and the Director of Organizational and Staff Development visited a National Malcolm Baldrige Award Winner to study best practices. Best practices observed, such as empowerment, innovation, and other topics, were discussed during an Administrative Team meeting. Development and implementation for an innovation process is scheduled for FY 01/02.

Although the agency does not have a formal innovation process, employees' suggestions are received informally. For instance, the Director of Residential and Treatment Services and the Superintendent responded to suggestions from the counseling staff to replace the paperwork related to the point system with the previous process used. Returning to the previously used system sent the message to the counseling staff that the agency's senior leadership listens to their suggestions.

1.1.e-f. The agency currently responds to organizational and employee learning by sending senior management and

employees to conferences that pertain to the mission of the agency or professional disciplines. In addition, the agency has implemented the HOWE University, which presents an approach to determining the expenditure of training dollars. Ethical behavior is taught and

ensured by requiring training on South Carolina Law pertaining to childcare, meeting DSS regulatory licensing requirements, discussing the agency's values, and utilizing the Progressive Discipline Policy.

John de la Howe School – Scorecard							
CHILD CENTERED							
To meet identified needs of the children and families we serve through continual assessment of performance measures established in the strategic plan.							
<i>Measure</i>	<i>Benchmark</i>	<i>Baseline</i>		<i>Target</i>			<i>Lead</i>
		99/00	00/01	01/02	02/03	03/04	
1) % of successful homestays		90%					RATS
2) % of completed IPC Goals		60%					RATS
3) # of students promoted to the next grade, math, reading, and writing		56%, 63%, 88%					Educ
STAFF							
To implement an orientation and training plan in addition to improving incentives to facilitate professional growth and loyalty of staff members and enhance the agency's ability to recruit and retain competent employees.							
<i>Measure</i>	<i>Benchmark</i>	<i>Baseline</i>		<i>Target</i>			<i>Lead</i>
		99/00	00/01	01/02	02/03	03/04	
1) Retention by department		8%	15%				BASS
• BASS		12%	28%				BASS
• Education		47%	41%				BASS
• RATS		N/A	0%				BASS
• OSD							BASS
2) Job fill cycle times							BASS
3) Employee satisfaction							OSD
SAFETY							
Support Safety Committee by addressing their priorities, especially in the area of the children's security physically, academically, and psychologically. Prioritize major buildings needing attention and concentrate on completion of safety renovation within a specific time frame.							
<i>Measure</i>	<i>Benchmark</i>	<i>Baseline</i>		<i>Target</i>			<i>Lead</i>
		99/00	00/01	01/02	02/03	03/04	
1) # of staff injuries		13	9				BASS
2) \$ on workers compensation claims		62,794	20,235				BASS
Note: The remaining scorecard measures appear on a poster for senior leadership and agency personnel.							

Figure 1.1

1.2 The agency's mission, vision, and values have as a high priority the children and families of South Carolina. A category of the Strategic Plan is titled Child Centered, which directly pertains to the students' academic and social achievement. The Report Card, developed by the school, addresses the academic needs and goals of the children. The Organizational and Staff Development department and the

Residential and Treatment Services department are beginning to analyze the intake process. This process is directly related to the customers of John de la Howe School. Information on the intake process is presented in Categories 6 and 7.

1.3 Key measures for the agency are listed on the Scorecard. The Report Card, mandated by the state, is also reviewed. Key measures derived from the Report

Card are incorporated into the Scorecard. Category 7 provides results for measures that appear and that the agency has data on. The Administrative Team will begin a quarterly review of Scorecard measures in 2001.

1.4 As reported in last year's accountability report, the Superintendent requested a retention study for the counseling staff. In addition to the retention study, an employee survey and a "town hall meeting" were conducted. Data received in the three collection methods revealed similar areas of dissatisfaction. The overriding message apparent in the responses was that employees are overworked, underpaid, and have little opportunity for advancement. Findings regarding the retention study appear in Categories 5 and 7.

In response to the request for feedback, the Superintendent responded with a strategy to restructure some portions of the agency. The restructuring in the Residential and Treatment Services department reduced the number of counselors supervised for one manager thereby providing more individual attention for employees. The Superintendent also created OSD to develop and deploy approaches that fall within the Baldrige philosophy. Plus, ropes course and farm services were moved to Business and Support Services.

1.5 John de la Howe School's mission is about public impact. The agency's primary mission is to modify the behavior of youth facing difficult circumstances so they may become productive citizens. The responsibility of the agency to the public is apparent in the agency's vision

statement, which reads, "We will integrate disciplines in a model of care to develop productive citizens." In addition, the agency wants students to experience academic success. Passing scores on the 10th grade exit exam are presented in Category 7.

1.6 The agency's senior leadership seeks feedback from all of the staff to improve the efficiency of the agency. In addition, the Administrative Team reviews customer data and process data that points them in a direction that improvement is needed. Priorities are established by the use of the Scorecard, which was based on the strategic plan.

1.7 Senior leadership is very involved in strengthening community relationships through participation in the Special Schools Consortium, created by the Director of the School for the Deaf and Blind; the South Carolina Association of Children's Homes, a private organization; the McCormick Children's Home located on the agency campus, for emergency placement; the SC State Government Improvement Network; and First Steps. The Administrative Team also attends the Agency Directors Organization and the Deputy Directors Organization events. Relationships are cultivated between the agency and the Office of Human Resources, Department of Natural Resources, Department of Archives and History, Department of Parks, Recreation, and Tourism, and Department of Revenue. During the spring, the Director of Residential and Treatment Services facilitated a meeting involving John de la Howe School, the regional department of DJJ, the Solicitor's Office, and local Law Enforcement to forge a strong relationship and open the lines of communication.

Category 2 – Strategic Planning

2.1.a-e. This past year John de la Howe School's Strategic Plan was updated. The initial Strategic Plan was developed during 1995. With the arrival of a new Superintendent, the timing was right to update the Strategic Plan, incorporating previous language and following the format proposed by a well-known Malcolm Baldrige expert. It was decided that the mission statement, previously developed was appropriate. Values, objectives, and action items were developed based on a situational analysis. John de la Howe School's mid-management staff participated in the development of the action items, along with the Administrative Team. The Superintendent developed the vision for the agency.

Ongoing communication took place throughout the year regarding customer needs and expectations; thus, the strategic planning process did not include an environmental scan. To ensure appropriate data gathering approaches that aligned with the Strategic Plan, the Scorecard was developed and approved by the BoT. Deployment of the Scorecard occurred during preparation of this report.

Human resources capabilities and needs were considered during the action item portion of the strategic planning sessions. Timeframes were attached to each action item, which allowed the lead department to address workload considerations. The plan is a three to five year plan and is designed as a flexible document where adjustments for activities are based on financial and/or environmental changes that affect the agency.

2.2. Action plans were developed based on the objectives and the strengths and weaknesses portion of the situational analysis. For instance, employee retention of counselors was a concern. As a result, action items were created to address retention by developing a recognition program, an employee feedback system, and a training model. Performance measures that appear on the Scorecard include items such as retention rate by department, number of employee awards received, and employee satisfaction ratings.

To ensure accountability and responsibility, lead departments for objectives were assigned. Action items were tracked with corresponding due dates. Since obtaining many forms of data to measure an action item can be costly, the Administrative Team limited the number of measures for review to approximately 20 items. This approach, allowed the agency's senior leadership to stay focused, measure progress, and allow them to stay abreast of environmental changes and identify opportunities for improvement.

2.3. Performance measures are communicated to the staff through the Scorecard, a request for data for the Accountability Report, and process improvement initiatives. The Administrative Team followed a deployment process for the strategic plan (see Figure 2.1). The Superintendent led Administrative Team meetings weekly to discuss the status of the Strategic Plan. Action items were discussed, lead departments were identified, completion

dates were determined, and metrics were reviewed.

The Administrative Team is scheduled to meet quarterly to review pertinent performance measures identified on the Scorecard. An employee within the Organizational and Staff Development department is assigned the responsibility

of obtaining metrics for quarterly review. The strategic plan has been placed on a shared drive for two reasons, 1) edits may be made by Administrative Team members, and 2) all employees may view the strategic plan. Information regarding the strategic plan was shared with the agency staff during All Staff Training.

Strategic Planning: Deployment	
This planning process is an ongoing event and should take into account that the strategic plan for the agency will continually be refined through implementation of action items and performance measures. Through experience deploying the strategic plan, senior leadership will make the plan better and stronger; therefore, the plan should evolve as the agency evolves.	
Activity	Purpose/Approach
➤ What are we going to need to do to achieve the long-term goals that we have set for ourselves?	Begin discussion with senior management how we can work through the strategic plan.
➤ Senior management team will review action items.	Allow meeting participants time to review the action items.
➤ Through discussion, determine which department will be the lead on various objectives or action items.	Obtain commitment and accountability for the completion of action items.
➤ Ask for an update from the senior management team regarding the status of all action items.	This step will allow all of senior management including the Superintendent to track the progress of strategic plan deployment.
➤ Determine which action items are reasonable to begin working on. Discuss any possible barriers. Also, begin determining measurements or progress.	Set the foundation and obtain commitment to work on action items, remove barriers, and develop measures using SMART.
➤ Discuss completion dates.	Sets completion targets and goals.
➤ Ask senior management to review their action items and determine if we are looking at the right activities that support the objectives.	Obtain buy-in and may promote innovation.
➤ Superintendent develops a vision for the agency and school.	The Superintendent is the leader of the organization and should be the one to clearly understand, articulate, and communicate his vision for the agency.
➤ Work with Director of Organizational and Staff Development to develop measures that strive toward reaching the vision.	The measurements will direct the activities associated with the vision and allow the Superintendent and senior leaders to measure progress and plan for adjustments.
➤ Review all existing performance measures with Director of Organizational and Staff Development.	Agency is collecting data that is useful. Don't recreate the wheel, rather consolidate and align measure to the Strategic Plan
➤ Develop a communication plan with senior management to direct the entire organization.	Redirecting the entire organization is accomplished through good communication. A plan is critical with measurements pertaining to deployment.

Figure 2.1

Category 3 – Customer Focus

3.1. John de la Howe School’s key customers are the children and their families. These two broad categories are the people who directly benefit from the services the agency provides. The table below (Table 3.1) shows demographic information regarding the agency key customers.

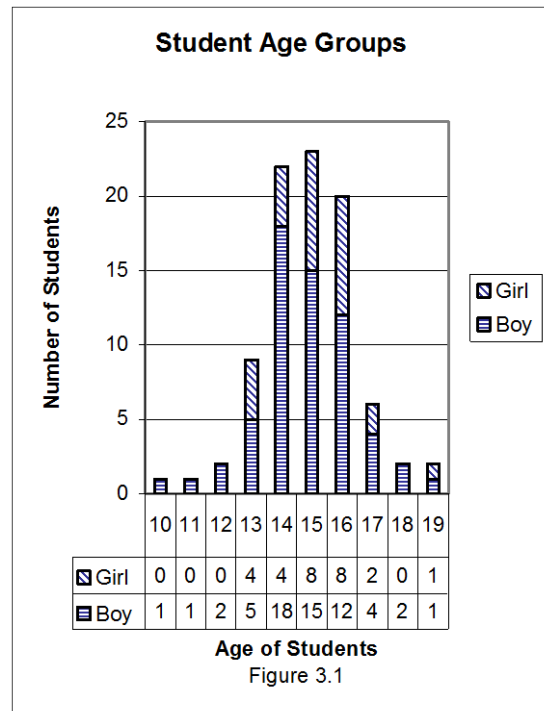
Demographic: Student	
Race	
Caucasian	53%
African American	45%
Other	2%
Sex	
Male	69%
Female	31%
Psychotropic Medication	31%
Mental Health Patient	26%
Grade Level Status	
Below Grade Level	69%
At Grade Level	31%
Learning Disabled	13%

Table 3.1

The Figure 3.1 presents the age groups of the students enrolled during the reporting period.

3.2 During the strategic plan update sessions, the BoT and the Superintendent completed an activity addressing the customers’ key interests. Families care about their child’s environment, that it be safe, caring, and disciplined. Families want their child to experience academic success and a behavior change. Families do not want to be judged, they want to be accepted and understood; they want to receive parenting tips from skilled professionals so they can apply the skills when their child returns home. Students care about safety and security. They want

a stable environment that provides feelings of love and acceptance. Although the students do not initially enjoy structure and appropriate discipline, as they start to meet their Individual Plan of Care (IPC) goals, they begin to appreciate the structure.



3.3 Senior leaders and top managers in the agency continually assess changing needs of the agency’s families through information provided from involvement with the South Carolina Association of Children’s Homes and The Duke Endowment. The Residential and Treatment Services and Education departments continually assess the needs of the students and their families.

3.4 Continuous improvement to services is at the forefront of the agency’s mission.

The agency goal is to have a positive impact on the children of South Carolina it serves. The most significant change to service improvement occurred when John de la Howe School adopted a treatment program based on a behavior modification model that rewards appropriate behavior. Consistency in the reinforcement and immediate correction is critical to long term change. Families provided feedback that the approach was working, which increased family participation. In fact, the majority of families served wanted to learn an appropriate parenting style that encouraged their child to become socially competent and achieve academic success.

3.5 Customer satisfaction is measured through questionnaires, focus groups, and related factors. Questions pertaining to service delivery are asked of families and students, annually. Results of these surveys are presented in Category 7. In addition, a focus group was held with the campus students to obtain feedback regarding a point system for behavior management. As a result of the student feedback, the point system was replaced with another type of token reward system that was previously used.

Informal approaches to customer feedback are also used. For instance, families said they wanted more family weekends. A family weekend is time when the family stays at John de la Howe School and interacts with their child with the assistance from a social worker. Family weekends were increased in order to meet the request.

Finally, the agency looked to the data compiled and compared it to the interests of the families to measure customer satisfaction. For example, families

wanted a behavior change and academic success for their child. The agency looked to the percentage of students who met their IPC goals and experienced progress in school. If a student was not ready for discharge based on IPC goal progress, the discharge team recommended he or she remain in the agency's care. In some cases the family noticed such a significant improvement in their child's behavior that they elected to have their child return home before the child met all of his or her IPC goals. Academic and IPC goal performance measures are reported in Category 7.

3.6 In order to build positive relationships with customers and stakeholders, John de la Howe School's leadership identified customers and stakeholders during the strategic planning sessions. Relationship building with students is slightly different than relationship building with families, because interests are slightly different as mentioned previously.

Some of the agency's key stakeholders include the Alumni Association. John de la Howe School was their home and they want to continue involvement and help where they can. Volunteers are also important stakeholders and have similar interests as the Alumni Association. The local community supports the agency's efforts in changing the behavior of students, which might circumvent an increase of negative, or unlawful, behavior. Partnering agencies, such as, the Department of Mental Health, the Department of Social Services, and the Department of Juvenile Justice look to the agency for cooperation in working with their employees.

Category 4 – Information and Analysis

4.1 The Baldrige Criteria for Performance Excellence was the primary model used to determine which operations, processes, and systems to measure. A balanced scorecard was designed to provide performance measures that were directly aligned with the agency's objectives identified in the Strategic Plan. The Scorecard includes metrics for the agency's key business drivers and support business drivers. A sample of the Scorecard is presented in figure 1.1. Performance measures listed on the Scorecard that the agency collected data on in FY 00/01 and previous years are reported on in Category 7. The agency's desire is to provide measures that support the agency's strategic plan; therefore, the Scorecard is a five-year document and not all measures are reported on this year.

4.2 In many parts of the organization, data quality is ensured through the use of standardized data collection practices. In addition, the agency uses standardized software, such as KIDS (provided by The Duke Endowment) and the Human Resources Information System (HRIS). Using software programs encourages consistency in data entry; thus, providing more reliable data output. As the agency continues to improve processes and apply appropriate process management practices, data quality will continue to improve and provide the information senior management and employees need for decision making and increase process improvement efforts of daily operations.

In an effort to increase awareness of sound data management practices, the agency was given four seats in a Fourth Generation Management course offered

by the Department of Revenue. The training was valuable and had immediate impact in process and data collection techniques with questions arising for two processes. The agency is invested in providing Fourth Generation Management courses to all employees at John de la Howe, if the budget allows. This training will open the door for all employees to think in terms of process improvement. The Scorecard measures, when introduced to managers, yields interest in process improvement opportunities.

The agency is familiar with collecting data on customers, academic scores, and IPC goals. The BoT and the Administrative Team are interested in data based decision-making. Support for data collection that is meaningful, reliable, and valid occurs from the top-down. Support of this nature, makes it possible to introduce data collection approaches into a service organization, with relative ease.

4.3 Some departments are very familiar with the collection of data. Data collection and analysis has been used to make decisions in the agency in the past. The use of data is evolving into a more systematic approach to process improvement and decision-making. Managers and senior managers are transferring their knowledge to make improvements in areas outside of their experience.

The use of data based decision making has begun to filter to other levels in the organization. Often, a department director asks his or her staff to provide the data pertaining to a system. For instance, the director and manager of the intake process raised questions regarding the numbers

they were reporting. These questions were raised because they wanted to understand the process and ensure that the numbers they collected were the numbers that give them a sound starting point for process improvement. This shows the evolution into systems thinking and process management. Providing continuity, the intake process appears in the Strategic Plan and the Scorecard; plus, it serves as a possible indicator of customer service. Through process management techniques, not only will questions be answered, but data based solutions will arise.

4.4 The use of comparative data is relatively new to the organization. In many cases anecdotal comparative data is assumed, but it has not been confirmed nor placed on a graph for quick review. Trend data is available for many of the agency's performance measures, but scheduled review is expected to begin in FY01/02. The goal is to expand data analysis by collecting "apples-to-apples" comparative data and benchmarks. As mentioned previously, the agency's leadership is very interested in information and analysis systems that are planned, acted upon, and refined.

Category 5 – Human Resources

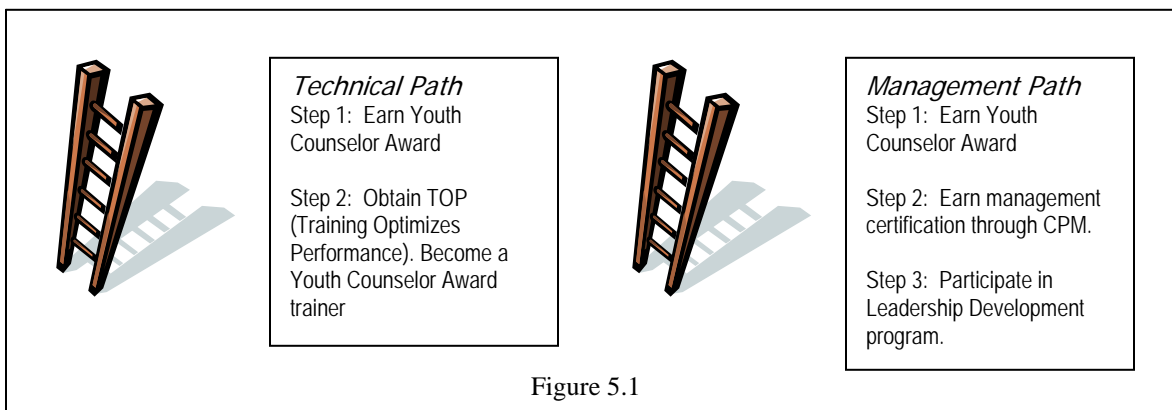
5.1 There is no question with the agency’s senior leadership that employee motivation and satisfaction are critical in obtaining and retaining good employees. The agency uses a variety of activities, values, and policies to encourage a motivational environment. Not all employees are motivated internally by the same thing; therefore, the agency supports events like the Employee Recognition Cookout, All Staff Training, conference attendance, and training opportunities. The Employee Recognition Cookout was a huge success and was viewed as a “thank you” from management for all of their hard work. The event was created through the Incentive Committee. The committee presented the idea to the Superintendent, who found the resources necessary to provide support. The event was spoken of for weeks later.

5.2 The creation of the HOWE University was a systematic approach to addressing a needs analysis, job performance, advancement, and assessment. The HOWE University is the umbrella for determining training needs, development of employees, motivational award programs, and career paths. The

core premise of HOWE U addresses training that is a “must have”, training mandated by a regulation or law; training that is “need to have”, which agency has determined to be critical; and training that is “nice to have”, which is important training that is supported by the agency if funding is available.

HOWE U is in its infancy, but is expected to include a comprehensive orientation program, award programs for various disciplines within the agency, and the implementation of succession planning and career paths. For example, a comprehensive award program was developed for the counselors based on their feedback. This comprehensive training combines classroom training and hands-on training. Once counselors receive their award they may be interested in a career path that is technical or one that is managerial. An example of career paths is shown in Figure 5.1.

Participation in the Certified Public Manager (CPM) program is based on funding. At the present time, the agency does not have funds available to obtain this training for



up-and-coming managers. This is a need for the agency as reflected in the retention study that is presented in Category 7.

5.3 The agency uses the employee performance management system that consist of clear communication and objective performance measures. All new supervisors are required by the agency (“need to have”) to attend HR Skills for Supervisors. However, attendance is limited by available funding. As mentioned previously, employee feedback was included in determining program development that encourages high performance.

5.4 Aware of low counselor retention, the Superintendent contracted with the Office of Human Resources to study possible causes. The study revealed that the counseling staff believed they were underpaid, have less than satisfactory benefits, have little opportunity for promotion, and above average that performance is not recognized. The development of the HOWE University was in response to some of the issues surrounding dissatisfaction. With funding as it is, implementation of a pay plan based on career paths and high performance is not yet possible. The Administrative Team and the BoT track related metrics that indicate the levels of employee satisfaction.

Modeled after the retention study, a formal employee satisfaction survey will be distributed to the entire agency every other year. In combination with formal surveys, the Administrative Team will continue to review turnover rate data by department to assess the impact of new programs and policies.

5.5 A safe and healthy work environment is encouraged with an open door reporting system of any unsafe practices. A safety committee was appointed and suggestions were implemented and supported by senior management. Mandatory training (“must have”), such as First Aid/CPR and Blood borne Pathogens resulted in 100 percent participation.

John de la Howe School was overlooked for funding for a Resource Officer in FY00/01. All efforts to provide a safe environment for students and staff are encouraged. The assignment of a Resource Officer would significantly promote physical safety on campus.

5.6 The philosophy of the Superintendent and his senior leaders is to support the community. For John de la Howe School, community includes the local community, the community of professional associations, and the community of South Carolina state government.

Every year, John de la Howe School orchestrates the Dairy Festival on the campus. This is an opportunity for the local community to interact with the agency. The agency also has a strong volunteer program. Several employees are active in local politics, church groups, and academic settings. Membership in professional associations is encouraged. Finally, opportunities to share resources with other state agencies, such as the Department of Natural Resources, Department of Parks, Recreation, and Tourism, Department of Revenue, Department of Archives and History, and the Office of Human Resources, have provided both parties with needed resources.

Category 6- Process Management

6.1 John de la Howe School's key business drivers are those activities that directly impact the students and their families. The Residential and Treatment Services department and the Education department provide service delivery to the agency's primary customers. The Business and Support Services department and the Organizational and Staff Development Department provide support processes to the agency. The Administration area provides both direct and support services.

The concept of process management is very new to the employees. Thus far, a handful of employees have been exposed to process management techniques through their attendance in Fourth Generation Management training and consultation with the Organizational and Staff Development department director. Although key design and delivery processes have not been identified, process improvement efforts have occurred.

Although the concept of process management is new to the agency, the use of a system to respond to changing customer needs is not. The use of Treatment Teams comprised of Unit Coordinators, Counselors, Social Workers, Teachers, and Activity Therapists, and anyone else who is directly involved with a student, is directed at sharing information upon which to make treatment decisions for the child. Figures 7.1.3 and 7.1.4 show some of the effect of Treatment Team work.

6.2 Currently, key processes to initiate improvement efforts are identified

through leading indicators. For instance, the paper flow process for training registration was identified as cumbersome and inefficient based on a leading indicator that paperwork was stalled in the training coordinator's office. After attending a Fourth Generation Management course, the process was flow charted and refined based on input from the Administrative Team. The new process will be implemented in late summer of 2001. The process will be assessed for changes and alterations that might be necessary based on the needs of the agency's employees.

After reviewing the trend data, a decline in student placement suggested that analysis of the intake process was necessary. In depth problem solving and analysis is scheduled for FY 01/02. As mentioned, the notion of process management is new to the agency; however, the focus on the Strategic Plan and the Scorecard provides documentation and focus on critical issues facing the agency.

6.3 The most significant support process for the agency is the Strategic Plan and metrics system. As discussed in Category 2 and shown in figure 2.1, the deployment of the Strategic Plan and assessment of performance measures was developed. With the BoT, Superintendent, and department Directors' full support, deployment of this system is ensured.

As required by the State, a deferred maintenance plan is projected for five years. Permanent improvement expenditures are based on the greatest need. Greatest need is determined by the

dilapidation of the structure and impact on the services the agency provides.

The agency intends to make data driven decisions. With the lack of resources to provide agency wide training in process management techniques and limited resources of knowledgeable staff, the agency is focusing on key business drivers

for major process improvement efforts. The approach of “learn by doing” is currently the only option. In some cases, analysis of a key process may lead the team to investigate supplier/partner interactions. Once key business processes are addressed, the agency will “dig deeper” into key supplier and partner interactions.

Category 7 – Results

(Category 7 format appears in single column format for readability)

7.1 Customer Satisfaction

The campus program is designed for students at a moderate level of need for behavior interventions, while the Wilderness Program consists of campers with more severe referral behaviors. In terms of interactions between the staff and children, this suggests that the Wilderness Program campers require a more restrictive environment.

The measures for customer satisfaction go beyond a traditional customer survey. In addition to surveys, the agency collects data on student homestays. A homestay occurs when a student returns to his or her permanent residence for an extended period of time. Successes during homestays suggest a change in the students' behavior and increased skill in the families' interaction.

The student homestay score ranges from fair to excellent behavior. Figure 7.1.1 and Figure 7.1.2 shows data for the campus program and the Wilderness Program. The campus data for FY 99/00 was recalculated after investigating how data would be analyzed. Suspected causes in the fluctuation in the percentages reported are unreliable data collection and unreliable data analysis. The wilderness jump in successful homestays is attributed to the assumption that a high graduation rate in the core group of campers impacted the socialization of new campers into the group norm.

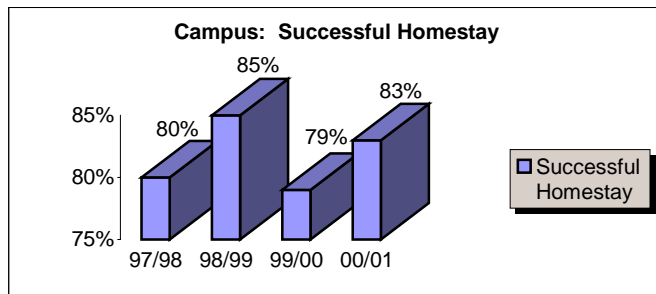


Figure 7.1.1

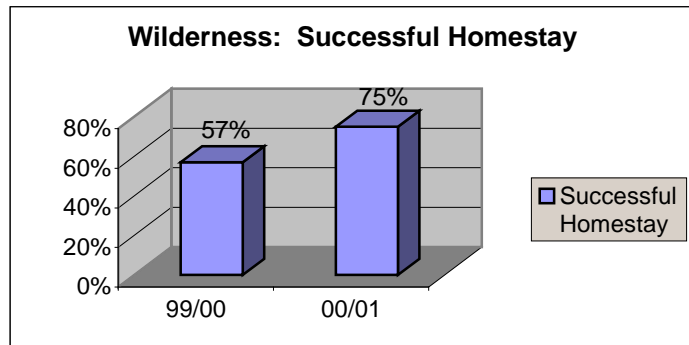


Figure 7.1.2

Individual Plan of Care (IPC) goals are another means of obtaining customer satisfaction data. IPC goals are developed between the student and the treatment team. Each treatment team consists of a Unit Coordinator, Social Worker, and Teacher. Any movement in achieving IPC goals for the student is positive.

Figures 7.1.3 and 7.1.4 indicate that a high percentage of the students are achieving their goals. Goal achievement is based on the written records maintained by the agency's staff. Therefore if the family chooses to take their child home and all IPC goals were not completed, the discharge is recorded as unsuccessful even though the student progressed enough for reunification.

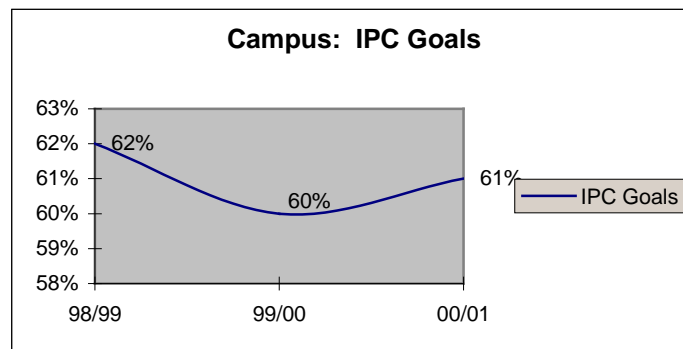


Figure 7.1.3

The sharp increase in the wilderness data is attributed to the same factor as the data presented in Figure 7.1.2, a significant change in the stability of the core peer group. Campers in the Wilderness Program learn a great deal about accepted behavior from their peers. As a result of the FY 99/00 data, rotation within the groups was adjusted providing increased stability within the group culture.

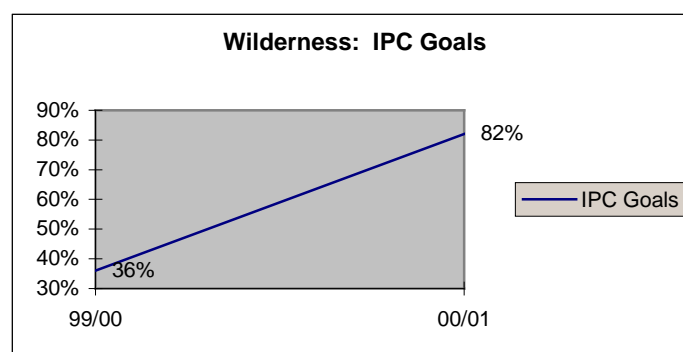


Figure 7.1.4

Figure 7.1.5 shows the percentage of students who passed the tenth-grade exit exam on the first attempt. The new Principal of the L.S. Brice School is focusing on math scores for improvement in FY01/02. The significance of this graph is that nearly 70% of the

students accepted at John de la Howe School are below their grade level when they are admitted. Additionally, many of the students are unmotivated to learn or have not developed the skills necessary to achieve academic success. These are the students that would likely drop out of school; thus, to achieve academic success in any discipline is significant.

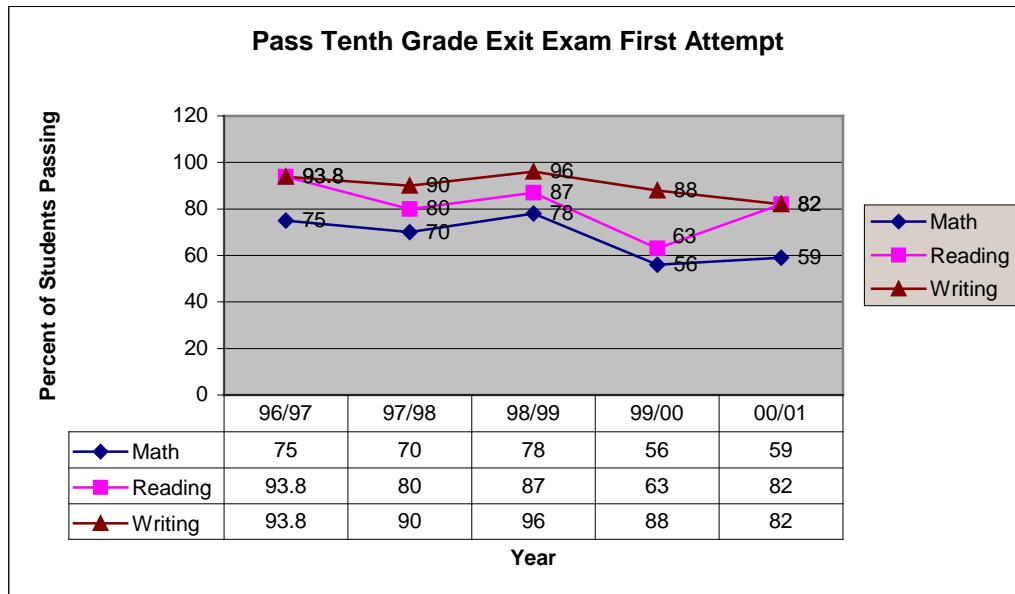


Figure 7.1.5

Three surveys are given to families and students during their involvement with John de la Howe School. The first graph presented, Figure 7.1.6, shows the responses to the survey question, “How satisfied are you that the staff are doing an effective job in helping your child?” Families rated on a 7-point scale, ranging from 1-completely dissatisfied to 7-completely satisfied.

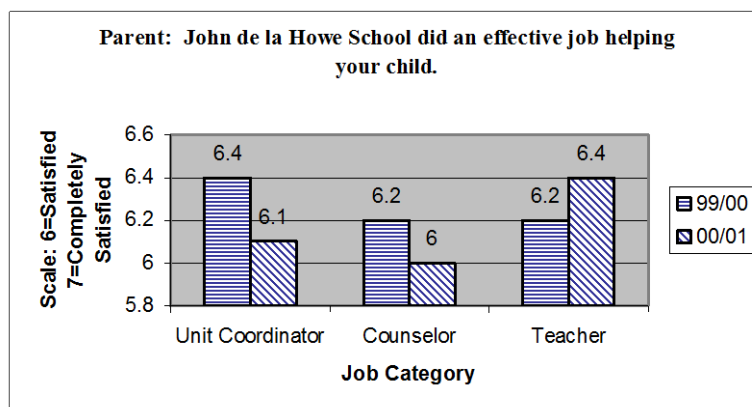


Figure 7.1.6

Figures 7.1.7, 7.1.8, 7.1.9, and 7.1.10 show the comparative results between the parent and the camper regarding Wilderness Program satisfaction. A five point Likert scale was used ranging from Strongly Agree to Strongly Disagree. Only responses strongly agree to agree are presented in each graph. The question asked on each survey is presented inside the graph. The remaining responses are discussed below each graph.

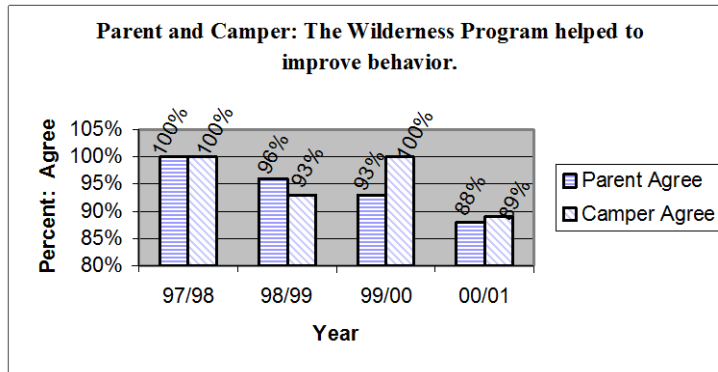


Figure 7.1.7

Figure 7.1.7 shows 100% satisfaction in FY 97/98. In FY 98/99, one camper disagreed with the statement and one camper and one parent were undecided. During FY 99/00 one parent was undecided. In FY 00/01, two campers disagreed and two parents were undecided.

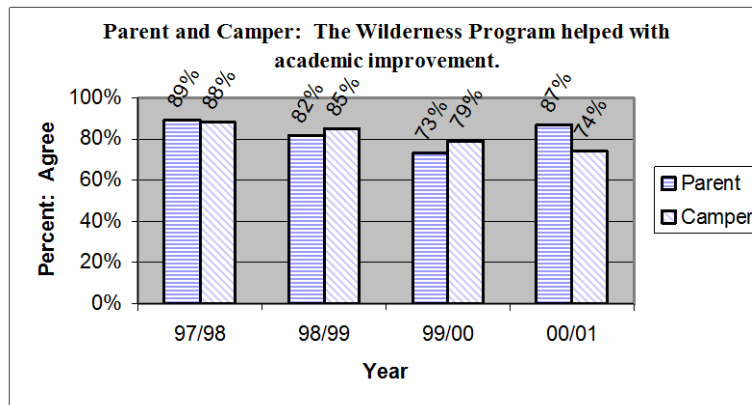


Figure 7.1.8

Figure 7.1.8 shows one camper undecided and one camper disagreed. During the same year, two parents were undecided and one parent disagreed. In FY 98/99, one camper and two parents disagreed, while three campers and three parents were undecided. During FY 99/00 three campers and four parents were undecided. In FY 00/01, two campers disagreed and two parents were undecided.

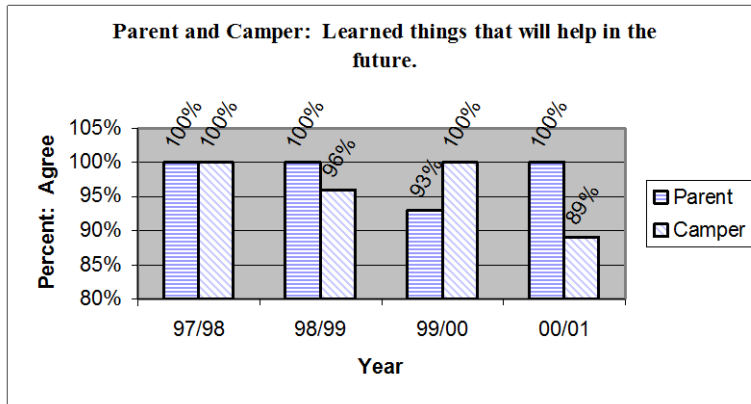


Figure 7.1.9

Figure 7.1.9 shows 100% satisfaction in FY 97/98. In FY 98/99, one camper was undecided. During FY 99/00 one parent was undecided. In FY 00/01, one camper disagreed.

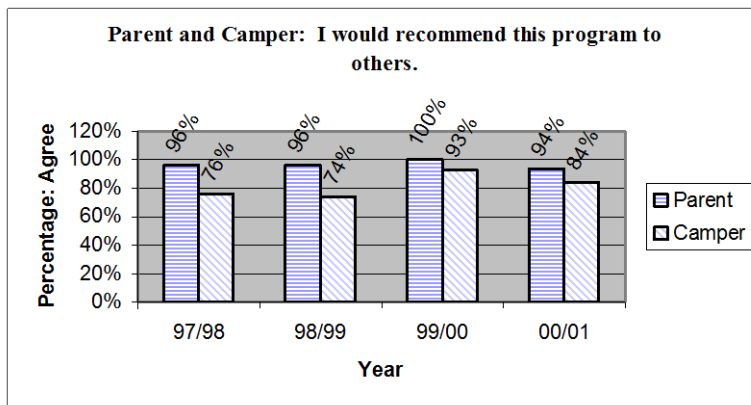


Figure 7.1.10

Figure 7.1.10 shows one camper disagreed, while three campers and one parent were undecided in FY 97/98. In FY 98/99, three campers disagreed with the statement, while four campers and one parent was undecided. During FY 99/00 one camper was undecided. In FY 00/01, three campers and one parent was undecided.

7.2 Mission Accomplishment

The numbers of students served throughout the year are reflected in Figure 7.2.1. Trend data compiled is based on FY 97/98 through FY 00/01. As mentioned previously in this report, attention is given to the intake process, which correlates directly to the number of students served and the number of students admitted (Figure 7.4.1) in any given year. The suggested cause of the decline is attributed to several factors, 1) the number of student capacity per cottage reduced from 12 to 10 in order to provide adequate supervision, 2) cottage capacity was lowered again from 10 to 8 to prepare for COA

certification, and 3) budget cut speculation led to the closing of two cottages and one campsite.

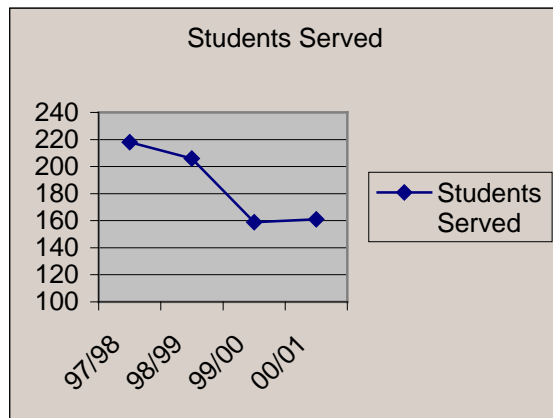


Figure 7.2.1

The number of presentations given by agency representatives, the number of tours provided to organizations, and the number of events for which meeting space offered by the agency, are measures of “getting the word out.” This measure is linked with the objective under Reputation. Table 7.1 shows the number of attendees for each activity for FY 00/01.

PRESENTATIONS		TOURS		EVENTS	
Number of Activities	Number in Attendance	Number of Activities	Number in Attendance	Number of Activities	Number in Attendance
16	2095	11	161	13	2876

Table 7.1: Number of Presentations

As mentioned in Category 5, a safety committee meets to improve the safety practices on campus. Also mentioned in Category 5, an incentive committee met to suggest an event to recognize staff for their contributions. A cross-functional team met to develop the Youth Counselor Award program. The continued focus on teamwork and cross-functional initiatives is expected to improve the agency efforts toward accomplishment of the mission.

John de la Howe School appreciates and relies on the support it receives from its alumni association. Table 7.2 shows the number of former students enrolled in the school, who continue their relationship with the agency for FY 00/01.

DESCRIPTION	NUMBER
Alumni who joined Alumni Association during reporting period	107
Total member in Alumni Association during reporting period	1347

Table 7.2: Alumni Association

7.3 Employee Satisfaction

The graphs below (Figures 7.3.1, 7.3.2, 7.3.3) provide a compilation of the data analysis received in the report provided by the Office of Human Resources' Retention Study. The findings reported in this report present the areas of satisfaction and dissatisfaction. Areas of dissatisfaction result in process improvement efforts. As a note of caution, the retention study targeted the counselors, unit coordinators, and activity therapists at John de la Howe, since that was the area with the highest amount of turnover. Using the retention study as a model, John de la Howe intends to survey all employees on a two-year cycle.

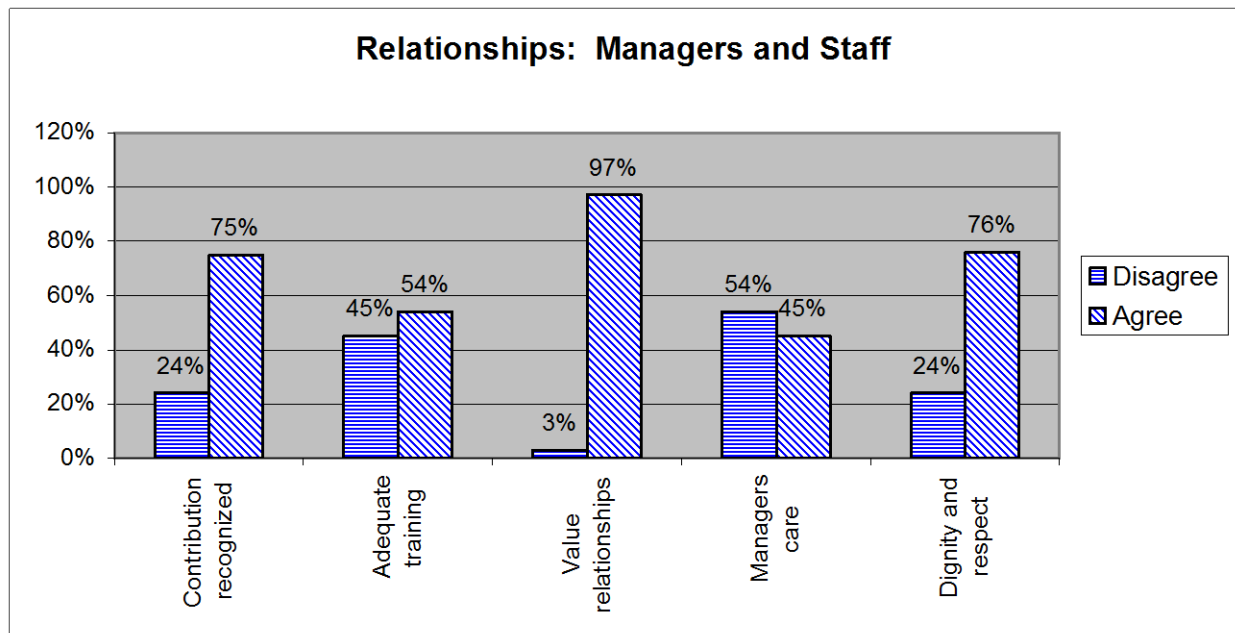


Figure 7.3.1

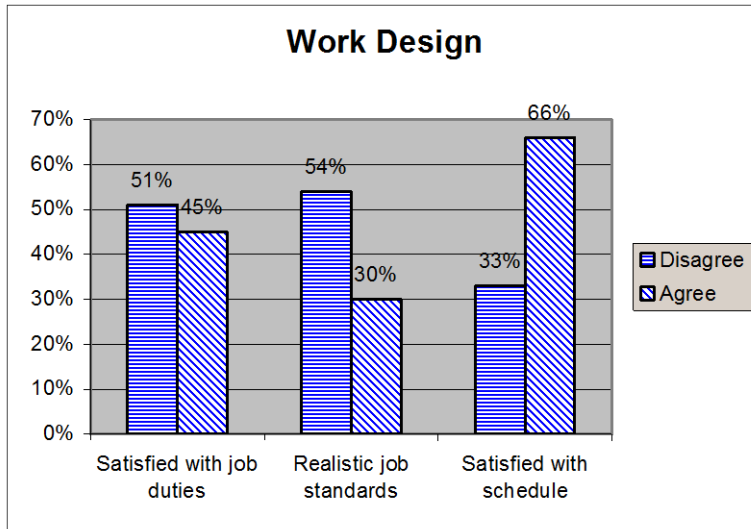


Figure 7.3.2

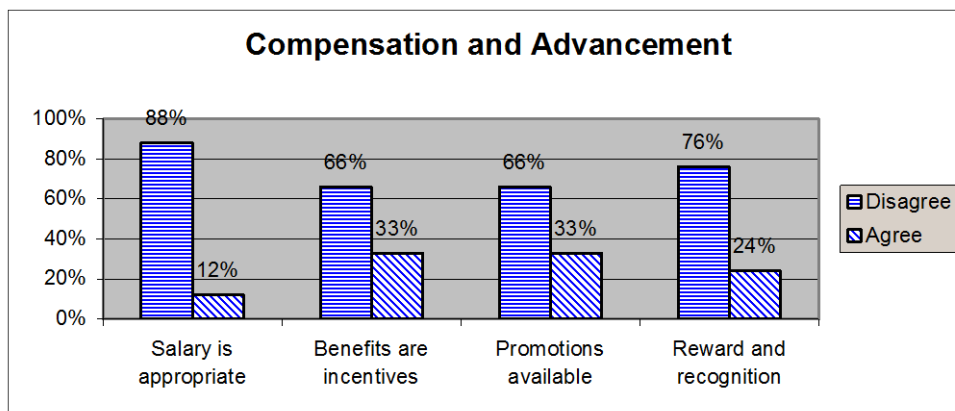


Figure 7.3.3

Listening to employees, setting clear goals, and measuring motivation are driving factors for the agency's leadership. The agency is in transition. The Administrative Team has changed by 60% over two years. Change of this magnitude impacts the entire organization. A measure used to determine employee motivation and satisfaction is retention. Through the review of data over time, it appears that the system is beginning to stabilize. Realizing that a change in leadership is not the only factor that impacts employee retention, it is a consideration for analysis.

Table 7.3 presents data regarding number of employees beginning and terminations during the fiscal year. Employee termination includes resignation by the employee.

TURNOVER BY DEPARTMENT										
Year	Department									
	Administration		L.S. Brice School		Residential and Treatment Services		Business and Support Services		Organizational and Staff Development	
	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment	Beginning Number	Terminated Employment
99/00	4	0	25	3	65	30	25	2	N/A	N/A
00/01	6	1	25	7	68	28	26	4	3	0

Table 7.3: Turnover by Department

Figure 7.3.4 presents the information for all departments within the agency in the percentage of employees that terminated employment with John de la Howe School.

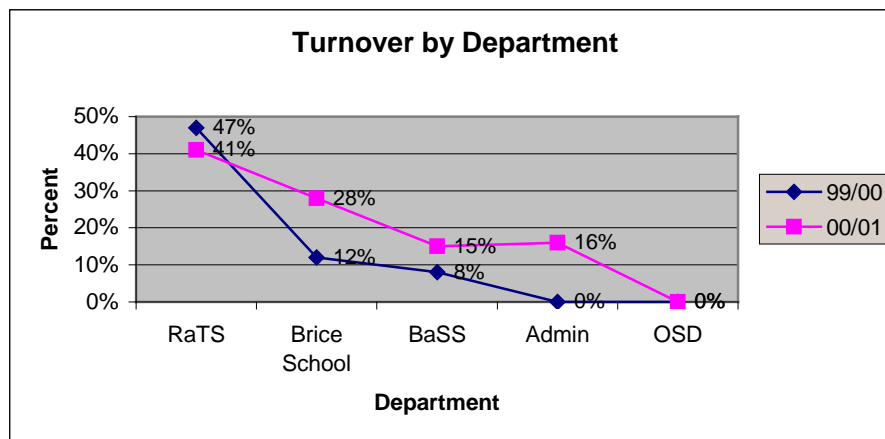


Figure 7.3.4

Table 7.4 displays the RaTS department by position. This department has the largest number of employees and experiences the largest turnover in the agency. Further explanation on the turnover rate is presented in section 7.3 of this category, employee satisfaction.

RESIDENTIAL AND TREATMENT SERVICES																
Year	Position															
	Director/ Assistant Directors		Admin. Assistants		Social Worker		Unit Coordinator		Youth Counselor		Wilderness Counselor		Activity Therapist		Other	
	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term	Start	Term
99/00	4	1	5	1	2	1	9	6	28	12	5	7	4	2	8	1
00/01	3	0	5	0	2	1	9	4	30	17	7	4	6	2	6	0

Table 7.4: Turnover for RaTS

Figure 7.3.5 presents the information for Residential and Treatment Services in the percentage of employees that terminated employment with John de la Howe School.

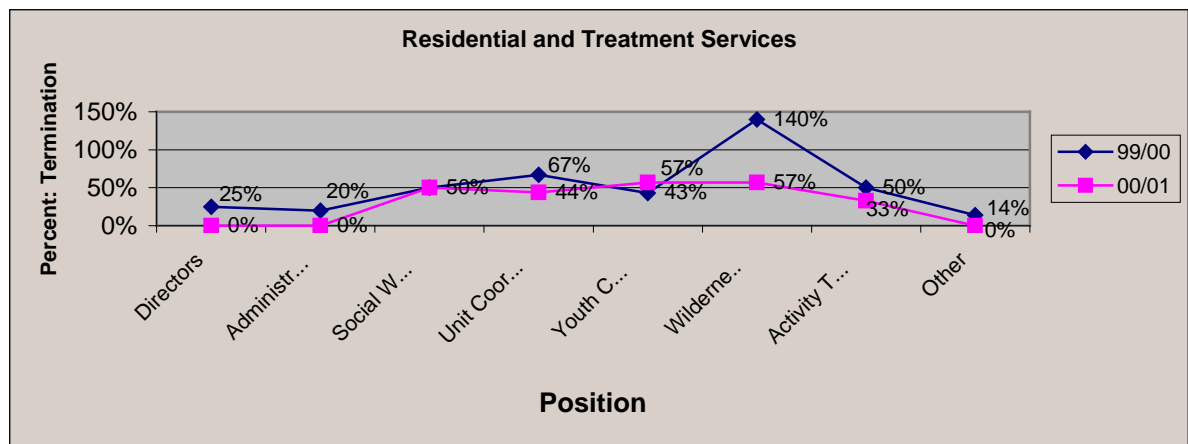


Figure 7.3.5

7.4 Supplier/contractor/partner performance

Figure 7.4.1, shows the number of students admitted into John de la Howe School from the number of applications received. Since 80% of the students placed initiate with interest from the family, this data was selected to show supplier (family) performance based on early stages of relationship development. A downward trend in both numbers suggests that several factors may be contributors. Some contributing factors might include, 1) families are finding other alternatives for placing their child, 2) there is an increase in emotional problems in children that the agency cannot treat, 3) the reduction in student cottage capacity discussed in section 7.2, and 4) a change in management caused a change in the process pertaining to the screening process and mailing of applications to families. Further investigation into the causes is expected to reveal information that the agency can use to ensure the appropriate placement action is taken.

Appropriate placement is critical for the emotional health of the student and his or her family.

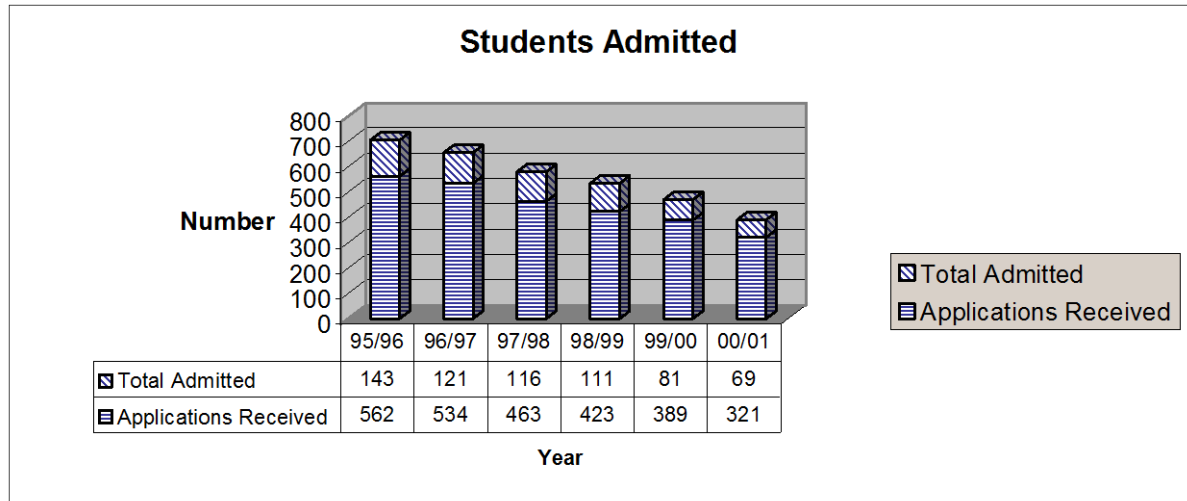


Figure 7.4.1

7.5 Regulatory/legal compliance

The table below (Table 7.5) compares the number of staff injuries with the amount of money paid through Workers Compensation, by year. The number of injuries has reduced over the past four years.

Staff Injuries and Workers Compensation				
	Year			
	97/98	98/99	99/00	00/01
Number of Staff Injuries	22	23	13	9
Amount Paid for Claims	76,669	83,972	62,794	20,235

Table 7.5

The Safety Committee will further their contributions by looking at the type of injuries and suggesting improvements to make John de la Howe School even safer.

In preparation for inspection and renewal of John de la Howe School's DSS license, the campus cottages and infirmary undergo a strenuous DHEC inspection. DHEC inspectors

look at everything from refrigerator thermometers to garbage disposal. Infractions identified by the DHEC inspector are considered minor. Figures 7.5.1, 7.5.2, and 7.5.3 show a reduction in the write-ups of minor infractions for the campus cottages. This is a reflection of effective communication between the Residential and Treatment Services management and the cottage counselors.

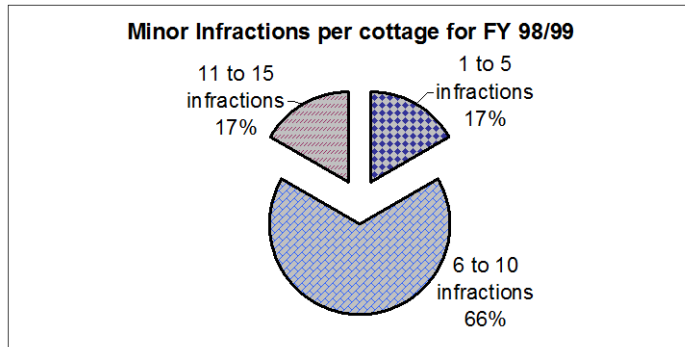


Figure 7.5.1

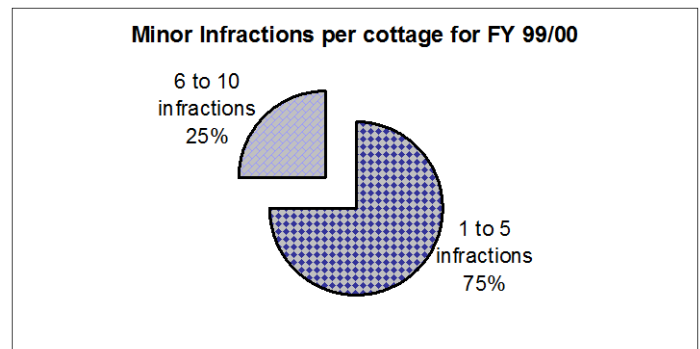


Figure 7.5.2

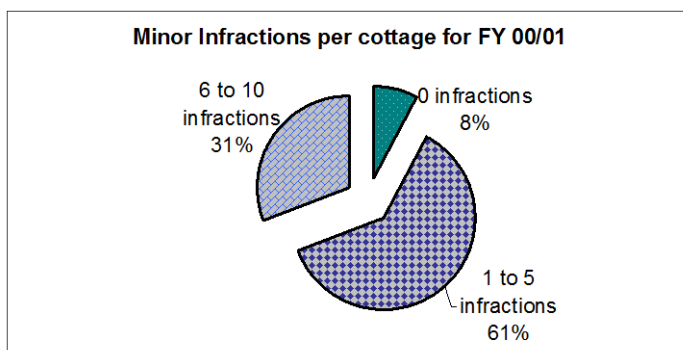


Figure 7.5.3

7.6 Financial performance

John de la Howe School has made some improvements over the year. For instance, the reduction in staff injuries has resulted in a decrease in the amount paid in workers compensation claims. However should a serious injury occur, the amount of a single claim could cause a spike in performance. The agency continues to look at the cost of turnover by department. Although turnover has decreased in some fields, it has increased in others. Senior leadership monitors the trend in turnover quarterly. See figures presented in section 7.3.

Resource sharing with other agencies and organizations results in a “break even” intangible amount. The agency receives services without exchanging money and the agency provides services without charging money. The most significant cost saving partnership during the reporting period was that between the agency and the Office of Human Resources (OHR). The director of Organizational and Staff Development contracted with OHR to deliver several training courses. In turn, credit was given to John de la Howe School, which was used to send 23 employees through training courses and one employee through the Certified Public Manager program in FY01/02.